



CONNERS
3rd Edition™

By C. Keith Connors, Ph.D.

Connors 3 Global Index–Teacher Assessment Report

Student's Name/ID: Susan S

Gender: Female
Birth Date: September 15, 1998
Teacher's Name/ID: Ms. Metry
Age: 8 years
Grade: 2
Administration Date: December 01, 2006
Time Known Student: 4 Month(s)
Class(es) Taught: Math
Assessor's Name:
Data Entered By: Jane
Normative Option: Gender-specific norms
Report Options: The following features were included in this assessment report: Standard Error of Measurement, Percentiles. The following additional features are available: Item Responses by Scale.

This Assessment report is intended for use by qualified assessors only, and is not to be shown or presented to the respondent or any other unqualified individuals.

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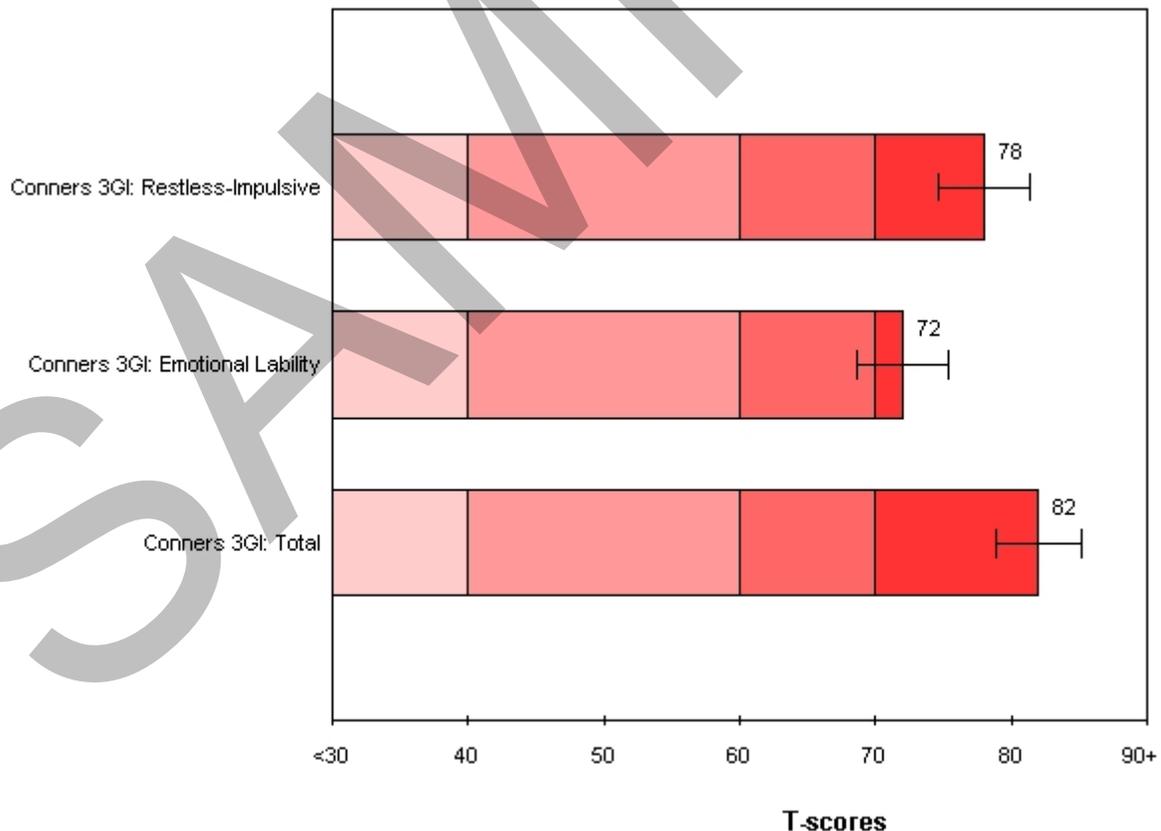
Introduction

The Conners 3rd Edition Global Index-Teacher (Conners 3GI-T) is an assessment tool used to obtain the teacher's observations about the youth's behavior in a school setting. This instrument is designed to assess features of general psychological difficulty that may be expressed behaviorally, academically, socially, or emotionally in children and adolescents aged 6 to 18 years old. When used in combination with other information, results from the Conners 3GI-T can provide valuable information to guide assessment decisions. This report provides information about the youth's score, how she compares to other youth, and which scales and subscales are elevated. See the *Conners 3 Manual* (published by MHS) for more information.

This computerized report is an interpretive aid, and should not be given to clients or be used as the sole criterion for clinical diagnosis or intervention. Administrators are cautioned against drawing unsupported interpretations. Combining information from this report with information gathered from other psychometric measures, interviews, observations, and review of available records will give the assessor or service provider a more comprehensive view of the youth than might be obtained from any one source. This report is based on an algorithm that produces the most common interpretations for the scores that have been obtained. Administrators should review the client's responses to specific items to ensure that these typical interpretations apply to the youth being described.

Conners 3GI-T Scales: T-scores

The following graph provides T-scores for the Conners 3GI-T total and subscale scores. The error bars on each bar represent Standard Error of Measurement (SEM) for each scale score. For information on SEM, see the *Conners 3 Manual*.



Conners 3GI-T Scales: Detailed Scores

The following table summarizes the results of the teacher’s assessment of Susan S and provides general information about how she compares to the normative group. Please refer to the *Conners 3 Manual* for more information on the interpretation of these results. Caution: please note that *T*-score cutoffs are guidelines only and may vary depending on the context of the assessment. *T*-scores from 57–63 should be considered borderline and of special note since the assessor must decide (based on other information and knowledge of the youth) whether or not the concerns in the associated area warrant clinical intervention.

Scale	Raw Score	T-score ± SEM (Percentile)	Guideline	Common Characteristics of High Scorers
Conners 3GI: Restless-Impulsive	11	78 ± 3.3 (97)	Very Elevated Score (Many more concerns than are typically reported)	May be easily distracted. May be restless, fidgety, or impulsive. May have trouble finishing things. May distract others.
Conners 3GI: Emotional Lability	3	72 ± 3.4 (92)	Very Elevated Score (Many more concerns than are typically reported)	Moody and emotional; may cry, lose temper, or become frustrated easily.
Conners 3GI: Total	14	82 ± 3.1 (99)	Very Elevated Score (Many more concerns than are typically reported)	Moody and emotional; Restless, impulsive, inattentive.

Note: SEM = Standard Error of Measurement

Item Responses

The teacher entered the following response values for the items on the Conners 3GI-T.

Item	Teacher’s Rating	Item	Teacher’s Rating
1.	1	6.	2
2.	2	7.	1
3.	2	8.	1
4.	0	9.	2
5.	2	10.	1

Response Key:

0 = In the past month, this was **not true at all**. It never (or seldom) happened.

1 = In the past month, this was **just a little true**. It happened occasionally.

2 = In the past month, this was **pretty much true**. It happened often (or quite a bit).

3 = In the past month, this was **very much true**. It happened very often (very frequently).

? = Omitted Item

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End of Report